

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Canton School District
Accountability Review - Monitoring Report 2011-2012

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Dates of On Site Visit: October 24, 2011

Date of Report: November 17, 2011

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:25:03.04. Evaluation procedures -- Notice. The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Through a review of student records and interview, the monitoring team noted in seven out of 17 files reviewed either assessments identified on prior written notices did not contain all assessments used to evaluate the student or assessments were administered without a notice provided to the parents in three student files reviewed.

Student:	Required Action:	Data To Be Submitted:
Students # 9, 11, 12, 15 and 17	The district must obtain consent from parents on prior notice/consent to bring forward previous assessments given by documenting the assessments to be pulled forward along with the date on the report which contains the assessment to be used.	Students # 8, 9, 11, 12, 14, 15, 17 The following documentation must be submitted: 1. Prior notice/consent for evaluation 2. Copies of all evaluation reports
Students # 8, 14	The district must obtain consent from parents on prior notice/consents for the administration of all assessments.	
Timeline for Completion: January 15, 2011		

2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP, including information related to enabling the child:
 - (i) To be involved in and progress in the general education curriculum; or
 - (ii) For a preschool child, to participate in appropriate activities;

(7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Through a review of student records and interview, the monitoring team noted that skill-based assessment and evaluating a student in all areas of suspected disability were not conducted or not conducted in the area of suspected disability in four student files reviewed.

Student:	Required Action:	Data To Be Submitted:
Students # 10, 11	The district must conduct additional evaluation to gather skill-based assessment in the areas of disability	Students # 10 and 11: The following documentation must be

	for each of these students. Evaluation reports must be written and copies provided to parents. The IEP teams must meet to amend the present levels of academic achievement and functional performance (PLAAFP) and use the skill base assessment to develop the content of the IEP (PLAAFP).	submitted: <ol style="list-style-type: none"> 1. Prior notice/consent for evaluation 2. Copies of all evaluation reports 3. Prior notice for the meeting 4. Revised or new IEP
Students # 9, 12, 16	The district must conduct additional evaluation to ensure each student has a comprehensive evaluation and is evaluated in the all areas of suspected disability. Evaluation reports must be written and copies provided to parents. The IEP teams must meet to amend the present levels of academic achievement and functional performance (PLAAFP) and use the skill base assessment to develop the content of the IEP (PLAAFP).	Students # 9, 12 and 16: The following documentation must be submitted: <ol style="list-style-type: none"> 1. Prior notice/consent for evaluation 2. Copies of all evaluation reports 3. Prior notice for the meeting 4. Eligibility/MDT document 5. Revised or new IEP
Timeline for Completion: January 15, 2011		

3. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals; and

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Through a review of student records and interview, the monitoring team noted to two areas to be out of compliance as documented in five out of 17 IEP's: how the student's disability affects his/her involvement and progress in the general education curriculum and transition was absent.

Student:	Required Action:	Data To Be Submitted:
Students # 8, 9, 10, 12	The IEP teams are to meet, review and amend the student's IEP: to include how the student's disability affects the student's involvement and progress in the general education curriculum; or, for a preschool student, how the disability affects the student's participation in appropriate activities in the PLAAFP.	Students # 8, 9, 10, 12 and 16: The following documentation must be submitted: <ol style="list-style-type: none"> 1. Prior notice for meeting 2. Revised or new IEP

Student # 16	The IEP teams are to meet, review and amend the students IEP: to include transition in the PLAAFP, measurable postsecondary goals, and transition services (to include a course of study).	
Timeline for Completion: January 15, 2011		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action:

The district must review and update its policy, procedure, and practice regarding the following:

- Completion of prior written notices that contains required content.
- Development of evaluation reports that must be provided to parents including administering and reporting skill-based assessment.
- Determining eligibility and completing the eligibility documents.
- Developing an IEP that provides educational benefit.

The district will receive technical assistance regarding these issues. The training date, provider, and participants will be documented and submitted to the team leader in support of verifying correction through updated data.

Data To Be Submitted:

In the event a student is referred for evaluation, requires a reevaluation or transfers into the district from an in-state or out of state, the district will submit the following documentation to support the required action if applicable:

1. Referral document
2. The prior notice/consent for evaluation
3. Copies of all the evaluation reports including skill-based assessment and transition
4. Copy of the prior notice for the eligibility/IEP meeting/transfer
5. Copy of the MDT/eligibility document and;
6. Copy of the IEP

The district will submit a copy of the updated policy, procedure, and practice that addresses correction to the General Supervision # 1, 2 and 3 is to be submitted to verify correction through updated data.

Target Date for Completion: September 1, 2012

All non-compliance must be corrected within 1 year of this report date.

Date:

Status Report:

State Performance Plan – Performance Indicators

Indicator 3: Participation and Performance on Statewide Assessments: Participation and performance of children with disabilities on Statewide Assessments.

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8

State Target 69% or higher

District Policy, Procedure and Practice:

The District Response is 50%. Canton has implemented RtI as an elementary to increase direct instruction for their special education students, as well as others. They are also working to implement evidence based practice with their direct instruction curriculum and have implemented the LIPS program this year. Incentives for Reading Counts (Accelerated Reader) have been implemented as well. Guided reading, high interest, books and books on tape are also used in the

elementary. Their professional developments have been focused on evidence based practices.

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

District Policy, Procedure and Practice:

The district's parents' response is 83%. Canton has instituted a drawing for completed parent surveys. The parent seals the envelope and the case manager fills out a slip stating their student's name as well as their own. At the end of the year a drawing is held for a Pizza Ranch gift certificate to be awarded to a student and their family as well as the student's case manager.